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# WORKING TOWARD JOBS

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*The Florida  
Project Independence Program*



**OFFICE OF INSPECTOR GENERAL**  
**OFFICE OF EVALUATION AND INSPECTIONS**

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MAY 1990

# WORKING TOWARD JOBS

## *The Florida Project Independence Program*

**Richard P. Kusserow  
INSPECTOR GENERAL**

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## INTRODUCTION

This technical report is part of a series of profiles on the Aid to Families with Dependent Children (AFDC) work programs participating in the *Working Toward JOBS* project.

Each profile begins with a categorized description of the subject AFDC work program, which is based on mail guides submitted by the program. Appendix A includes an overview statement written by the program manager. It describes the program, its goals, philosophy and lessons learned. Appendix B is a sample of documents used to conduct the program. Each program administrator was asked to submit sample documents which they felt would be useful to States and counties developing JOBS programs.

Data collection for this study was done from April to September of 1989. The information in the overview and technical reports is based on pre-JOBS work programs for AFDC recipients. As these programs have converted to JOBS, they may have made some changes to meet JOBS legal and regulatory requirements. Where possible, we have noted the changes the program administrators anticipated at the time of our data collection.

## PROGRAM PROFILE

### THE STATE OF FLORIDA

Population: 12,417,606

Main industries: service, retail trade, Government, manufacturing

First quarter 1989 unemployment rate: 5.3 percent

Median income for a family of four: \$35,247

### THE FLORIDA AFDC PROGRAM

For Fiscal Year 1988:

Total cost: \$321,988,528

Federal share: \$178,946,367; State share: \$143,042,161

AFDC cases: 108,936

Case closures in FY 1988: 74,382

Approximately 22,000 of those had participated in work program

### THE FLORIDA AFDC WORK PROGRAM

#### General Background

*Name:* Project Independence

*Operating Since:* October 1, 1987

*Philosophy:* The program's objectives are to: 1) provide screening services to participants to determine job readiness, 2) to increase training and educational opportunities through human services staff, Job Training Partnership Act (JTPA) and local educational agencies for participants with education and work skill deficiencies, and 3) to increase the number of public assistance recipients entering employment. The specific program goals for the State Fiscal Year 1988 are 30,000 job placements: 22,000 from AFDC recipients (80 percent to be full-time) and 8,000 from Food Stamp recipients.

*Program Administrator:*

James Clark  
Director, Project Independence  
1317 Winewood Boulevard  
Building 5, Room 115  
Tallahassee, FL 32399-0700  
(904) 487-2380

**Administrative Issues**

*Structure:* Project Independence is a statewide welfare to work program. It is a cooperative effort by the State Departments of Health and Rehabilitative Services (HRS), Education, and Labor and Employment Security, with the JTPA and a public/private partnership with Florida's business and industry.

The HRS delivers services under the authority of the Deputy Secretary for Operations to whom the 11 district administrators report. Each district office has one staff person designated as the Project Independence manager.

The State determines program policy, guidelines and goals. Within those centrally determined parameters the State's 11 districts develop implementation plans. The central State welfare office monitors the implementation of these plans to ensure that they meet Federal and State requirements.

*Funding:* Funding levels in State Fiscal Year 1987-1988 were as follows.

	Federal	State	TOTAL
Program Activities	\$7,525,106	\$6,912,753	\$14,437,859
Supportive Services	\$2,459,387	\$2,704,755	\$5,164,142
TOTAL	\$9,984,493	\$9,617,508	\$19,602,001

*Staff:* There are 334 HRS counselors and supervisors whose responsibilities include: case management, support services brokering, job development, job club, employability plan development, and education agencies liaison. The HRS also has 120 clerical and direct services aides who assist the counselors and supervisors. There are 59 contracted staff from the Florida Department of Labor

who are responsible for job development, job placement, and job club. All of the above staff work full-time on Project Independence.

*Success Measurements:* Florida measures the success of Project Independence through number of placements and job retention.

*Recordkeeping:* On January 2, 1990, a new management information system became operational, enabling not only headquarters but also the districts and individual Project Independence units to have access to more detailed client tracking and record keeping information. Client information is entered directly into the computer at the caseworker level and has some interface capabilities with the AFDC information system. This new system increases ad hoc report generating capabilities and the types of data directly available to the district and unit.

*Provision of Services:* The individual districts, in consultation with headquarters Project Independence staff, determine the optimum service delivery design for their respective geographic areas. All districts rely mainly on HRS field staff to deliver services. Many use some Job Service staff as contracted with the Department of Labor and Employment Security. One district contracts with a community college to provide Project Independence services in a rural, four county area.

*Outside Resources:* Cooperative agreements were signed by the Governor and the Commissioner of Education and by HRS with the Department of Labor and Employment Security (DLES) and the Department of Education on a statewide basis. Working agreements have been developed at the local level between HRS districts, school boards, community colleges, and JTPA Private Industry Councils.

Project Independence also contracts with DLES to provide job placement, job club and job development services through the Job Service of Florida. These contracts are developed on a district level to meet specific service delivery needs.

Some Project Independence districts contract, on a local level, with educational provider/agencies, i.e. county school boards or local school districts to provide specific services for participants. However, working agreements are more commonly used.

Project Independence works cooperatively with Children, Youth and Family Services, also an HRS program, to coordinate Title XX child care services through a contract with a central agency day care provider in each district.

*Evaluations:* The Florida Office of Inspector General performed an evaluation which projects that approximately 15 percent of those placed into employment in FY 1988 have rejoined AFDC.

## Participation Issues

*Participant Descriptors:* Approximately 70,000 registered. 67,098 participated beyond registration in FY 1988. The average participant is 28 years old, with a tenth grade education and two children. The average participant's current spell on AFDC has lasted 34 months.

*Target Groups:* Project Independence targets teen parents and volunteers. Target groups have first priority in receipt of support services, such as child care, transportation, training and education.

*Mandatory Activities/Sanctions:* All AFDC applicants and recipients who do not meet legal exemptions, together with exempt persons who wish to volunteer, shall be referred for Project Independence participation by the AFDC Assistance Payments Unit. Each person referred for participation must complete orientation.

From July 1988 to June 1989, Florida imposed 1,929 sanctions.

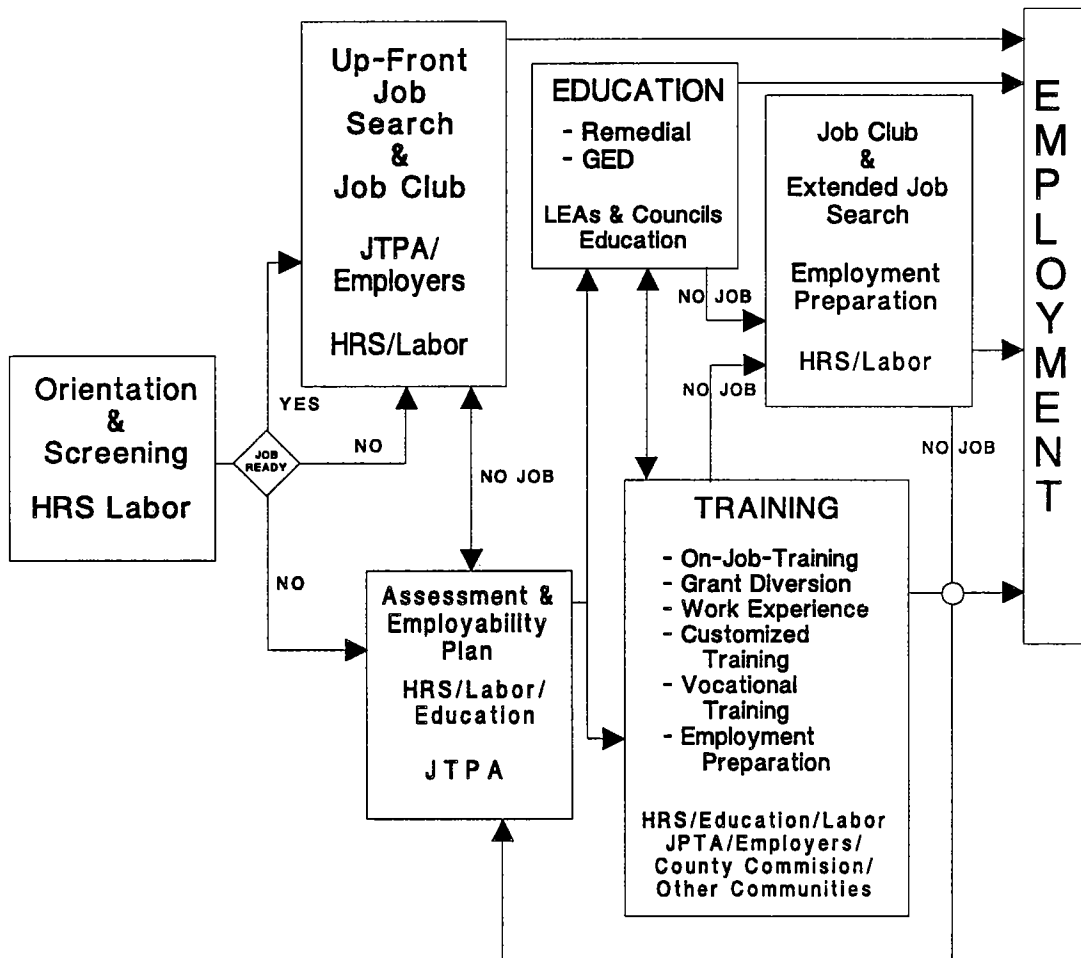
*Volunteers:* 10,148 exempt AFDC clients have volunteered. The HRS encourages voluntary participation through presentation of program information/benefits during AFDC application process.

*Employment Placements:* In calendar year 1988, Project Independence placed clients into 4,477 part-time (less than 30 hours per week), and 15,875 full-time jobs. (unduplicated count). Typical work is in the service sector with the average wage being \$3.96 per hour. 82 percent remain employed after 30 days.



Figure 1

# PROJECT INDEPENDENCE



Developed and produced by the Department of Health and Rehabilitative Services, Economic Services, Employment and Training Office with the guidance, contributions, and review from individuals in Project Independence units throughout the State of Florida, 1987.

## **Program Activities**

*Models:* Florida selects their job club as a model. Please see description in program activities section. Florida names job search, the most cost-effective. Job search is also described below.

*Sequencing:* Figure 1 shows the general sequence of activities for participants in Project Independence.

*Program Activities Listing:* What follows is a listing of the program activities offered by Project Independence. Cost and participation figures are for FY 1988.

## **Orientation**

*Activity:* Orientation and screening is a group activity which explains program services, the benefits of participation, program expectations and the consequences of failure to participate. Participants complete a State of Florida employment application, a referral for subsidized day care, and a form designed to determine employment eligibility as required by the Immigration Reform and Control Act.

The orientation leader will schedule the start of unsupervised job search for the job ready and explain how to fill out relevant forms. Not-job ready participants (except teen parents) who wish to look for work can choose to complete unsupervised job search prior to being assessed.

*How Provided:* Generally, done in a group orientation meeting. Sometimes conducted one-on-one if no group is available.

*Participants:* 67,098.

## **Assessment**

*Activity:* Assessment is an organized way of determining what services, activities and assistance is needed by the participant in order to successfully participate in Project Independence and to become self-sufficient. The case manager must review the assessment and screening form with the participant to determine whether all the required information is provided.

*How Provided:* Group or one-on-one. Provided by Project Independence staff, JTPA, and Department of Education staff.

*Participants:* Assessment is provided for the not job ready, job ready but not successful in job search, and those needing remediation or further education or training.

## **Employment Plan Contract**

*Activity:* The employment plan contract (EPC) specifies the activities and services agreed upon by both the case manager and the participant that will lead toward the participant's self-sufficiency. The plan consists of: (1) identification information; (2) background summary of the participant's work experience, skills, interests, education and training background; (3) establishment of an employment goal which is realistic and attainable; (4) development of a plan of action which identifies barriers and States how they will be overcome; (5) follow-up and updating, which are done on a regular basis.

This plan is developed jointly by the participant and the case worker. Whenever possible the participant should take the lead responsibility for decision making and carrying out the activities outlined in the EPC.

*How Provided:* Done through one-on-one interviews between the case manager and the participant. Provided by Project Independence staff, JTPA, Department of Education, and contracted Job Service staff.

*Participants:* This component is especially appropriate for the not job ready, and job-ready who were unsuccessful in job search.

## **Supportive Services**

*Activity:* Support services include, but are not limited, to: child care, transportation, work and training related expenses, personal counseling, medical services, tuition, and books.

*How Provided:* Supportive services are provided by Project Independence, central child care agencies, Medicaid, JTPA, and local education agencies. Services are arranged through discussions between the participant and caseworker.

*Participants:* All participants receive some supportive services.

*Costs:* \$213,123 Federal; \$182,318 State; Total \$395,441.

*Anticipated Changes:* Child care and Medicaid will be extended to 12 months post-employment effective April 1, 1990.

## **Remedial Education (Basic Education and High School Equivalency)**

*Activity:* Basic instruction designed to increase proficiency in math and reading, or to prepare a participant for the high school equivalency exam.

*How Provided:* Provided by Department of Education, JTPA, community organizations. Provided in classroom or more informal groups.

*Participants:* Appropriate for clients who have not completed tenth grade and clients whose literacy level is below eighth grade.

## **Job Club**

*Activity:* Job club is a workshop and training session to teach participants better ways to search for, apply for, and keep a job. Program staff also provide job leads to participants during the last week of job club when they look for work under the direct supervision of program staff. Job club activities may include: assessment of the participant's employability skills, completion of a State of Florida employment application, employability skills and assertiveness training, direction on how to locate job openings and community resources, direction on how to contact employers and get interviews.

*How Provided:* Done in group sessions. Provided by Project Independence staff, contracted Job Service staff, JTPA, or the Department of Education. Generally job club lasts 3 weeks. However, the districts have the flexibility to reduce the timeframe.

*Participants:* Of particular value for not job ready, and job ready clients unsuccessful in job search.

## **Vocational Training**

*Activity:* Vocational training provides participants who lack job skills with a classroom training experience which provides practice in skills for a specific occupation. Training must be full-time (as defined by the training institution), unless training is combined with another activity. Participants must maintain an acceptable level of performance and attendance.

*How Provided:* Provided in a classroom settings by the JTPA, and the Department of Education.

*Participants:* Particularly useful for not job ready, job ready but needing further training, and volunteers needing training.

## **Job Development**

*Activity:* Locating or developing training and subsidized and unsubsidized jobs for participants. Staff research the local labor market and identify trends and opportunities; target appropriate employers, work with other State and local agencies to develop openings and collect useful information. Staff also assess the skills, abilities and training of participants to present to potential employees. They also provide employers with services, encourage them to create jobs for clients, and negotiate terms of employment or training contracts.

*How Provided:* Done by Project Independence staff, contracted Job Service staff, and JTPA.

*Participants:* These services are available to clients in any component.

## **Group Job Search**

*Activity:* This is an extended job search activity (6 months).

*How Provided:* The districts have a great deal of flexibility in how they administer this component. Most often this activity includes 1 week of supervised job search, the last week of job club, and regular group meetings to discuss progress. Provided by Project Independence staff, contracted Job Service staff, JTPA.

## **Individual Job Search**

*Activity:* A 2-week period during which a participant looks for work on their own and familiarizes themselves with the local labor market. Employment and training staff will be available to assist participants in securing employment and will give out information on known vacancies. Participants must make at least six employment applications within a 2-week period.

*How Provided:* This is a participant driven activity. Participants are responsible for conducting an unsupervised job search. Oversight is provided by Project Independence staff, and contracted Job Service staff.

*Participants:* Appropriate for job ready participants.

*Anticipated Changes:* Volunteers will be permitted but not required to participate in this activity prior to assessment.

## **On-The-Job Training**

*Activity:* On-the-job training (OJT) is designed to help participants learn occupational skills while receiving wages. Upon satisfactory completion of the training, the employer is expected to continue to employ the participant without the wage subsidy at or above the wage paid to a regular employee in the same or equivalent position. Participants must be given the same benefits as the company's other employees.

*How Provided:* Varies according to situation. Provided by Project Independence and JTPA.

*Participants:* Particularly appropriate for clients with little work experience, and clients not successful in job search.

## **Work Supplementation/Trade**

*Activity:* Grant diversion (called TRADE) is a generic term used for an alternative means of providing AFDC to participants. The grant, or a portion thereof, is diverted to subsidize wages earned by the participant.

*How Provided:* This component is managed by Project Independence and JTPA staff.

*Participants:* Particularly appropriate for participants who are job ready with little or no experience or job ready but unsuccessful at finding a job.

*Anticipated Changes:* This service will be restricted to new jobs in order to bring it into compliance with JOBS.

## **Community Work Experience Program**

*Activity:* Employment preparation in the form of non-paid work experience with a public or non-profit agency. The community work experience program (CWEP) provides the participant the opportunity to develop basic work skills, practice and improve existing skills and acquire on-the-job experience. The sponsor of an employment preparation assignment assists and encourages qualified participants to compete for job openings occurring within the sponsor's organization.

*How Provided:* Varies according to the situation. Done with public and non-profit organizations only.

*Participants:* Particularly appropriate for those needing work experience.

*Anticipated Changes:* Under JOBS, CWEP will be restricted to new jobs only.



## **Customized Training**

*Activity:* Training which is short-term (6 months or less) in duration, provides skill training for a specific occupation, and is targeted to an employer who has agreed, prior to the start of training, to hire the participant. This is a voluntary activity.

*How Provided:* Varies according to the situation. Provided by Project Independence and JTPA staff.

*Participants:* Most appropriate for job ready participants who have little experience or have been unsuccessful in job search.

## **Post-Placement Services**

*Activity:* Eligible for: (1) protective clothing, uniforms, books, fees, licenses, tools, limited automobile repair; (2) if funds are available, child care may be continued for a period of up to 3 months after entry into employment. Child care assistance may be provided thereafter on a sliding fee schedule provided funds are available; (3) transportation services for up to 3 consecutive months; and (4) employment counseling by Project Independence staff for 180 days after entry into employment.

*How Provided:* Provided by Project Independence or central child care agency. Services are arranged by case manager.

*Participants:* Provided to all on an as needed basis.

*Anticipated Changes:* Post-placement child care and Medicaid support services may be provided for up to 12 months effective April 1, 1990.

## **Case Management**

*Activity:* Case management includes four major functions which may be performed by the case manager or other staff: assessment, development of the employment plan contract, arranging and coordinating activities and resources necessary to carry out the plan, and follow-up to make sure the services and activities were provided. Continues through all program components until case is closed.

*How Provided:* Provided by Project Independence staff, and contracted Job Service staff. Done through regular meetings and discussions between case managers and participants.

*Participants:* All Project Independence participants receive case management services.

## **Teen Parent Services**

*Activity:* This service provides education and/or specialized case management services, support services, and other services needed to assist the teenage parent to develop life management skills required to achieve self-sufficiency and avoid long-term welfare dependency. The primary emphasis is on the education needed to attain a high school diploma or its equivalent, with a secondary goal of job placement.

*How Provided:* Provided by: Project Independence, Department of Education, JTPA, and Job Service. Services are provided in group settings (separate from other Project Independence groups) and one-on-one.

*Participants:* Appropriate for teen-age parents.

*Anticipated Changes:* A variety of procedural changes will be made to bring the program into compliance with JOBS.

## OVERVIEW STATEMENT

### Program Overview Philosophy and Motivation

Since 1981, Florida has been a national leader in helping people on welfare to leave the State's welfare rolls and enter employment. Early on, the Department of Health and Rehabilitative Services (HRS) established as "goal one" the job of helping Florida's economically dependent citizens to become independent. Those welfare recipients who were most work-ready were required to conduct a job search before they were provided other services. As a result of this and other efforts the State was able to curb the growth in AFDC and Food Stamp caseloads. Job placements increased from 3,750 in 1981 to 22,379 in 1986. Nevertheless, too many Floridians, especially the not work-ready who were severely lacking in education and job skills, still faced bleak and unproductive futures.

In Florida, AFDC pays only about 40 percent of the income needed to avoid poverty. A full-time job at \$4.00 per hour is over 90 percent of the 1986 poverty level for a family of three.

Clearly, it does not pay to be on welfare. The dependence on strangers for money or food stamps is a tiresome, demeaning, and distasteful experience. These Floridians were stuck in the limbo of poverty until more resources could be brought to bear on their situations. In the years from 1981 through 1990 the legislature increased the funding for the welfare to work effort from approximately 3 million to 30 million dollars.

In order to determine what was needed to address this problem it was necessary to examine the social and economic factors that were impacting on Florida's poor. A 1986 study provided the following information:

- Although employment had grown, many individuals who had found work, earned incomes which did not result in self-sufficiency.
- Over 104,000 Florida households were receiving AFDC and 228,000 were receiving Food Stamps.
- Counting children and dependents, over 290,000 Floridians were receiving their livelihood through AFDC.

- AFDC payments totaled \$290 million in 1986. Add Food Stamps and Medicaid, and Florida paid \$1.9 billion.
- Florida's adult AFDC population was 98 percent female, and seventy-one percent of all recipients were minorities.
- Sixty percent of all AFDC recipients had their first child while still a teenager.
- Sixty-four percent of all Floridians receiving AFDC lacked a high school diploma in 1982. Fifty-six percent of the persons engaged in employment and training activities lacked a high school diploma in 1987.
- Job-finding help was available in only 8 of 67 counties in 1981 (serving 45 percent of the AFDC population).

The complexity and magnitude of poverty in Florida represented an opportunity to call for change in our State social welfare policy. We were challenged to make a commitment to developing and implementing a public welfare policy and program that would prevent inter-generational poverty, promote independence from the welfare system, and strengthen the chances for Florida's poor to become self-sufficient.

## **Response to the Challenge**

In addition to increased funding, the effort received bi-partisan political support in the form of new legislation. During the 1987 legislative session, a newly elected Governor, Bob Martinez, and our legislators recognized the problems facing our State's poor families, especially those of women with young children. After identifying the factors of inadequate education and teenage parenthood as obvious contributors to welfare dependency, increased priority was placed on educational and training services as well as services to teenage welfare recipients who had not received a high school diploma. Under the Governor's leadership, the Legislature, without opposition in the House or Senate, passed the Florida Employment Opportunity Act. This legislative initiative provided afresh and sensible approach to the old problem of reforming welfare without spending more and more of the taxpayers' money on transfer payments.

With the passage of the Florida Employment Opportunity Act and the implementation of Project Independence, HRS enhanced and altered the mission of providing income maintenance to one of promoting self-sufficiency. Project Independence committed Florida to providing employment and training services

which would move public assistance recipients from a state of welfare dependence to a state of independence. By 1989 job-finding assistance was available to 97.2 percent of all AFDC adult recipients.

## **GOALS AND EXPECTATIONS**

Project Independence represents a commitment to both taxpayers and welfare recipients—to curb the growth of welfare caseloads by helping welfare recipients become economically self-sufficient through employment. In 1988-89 more than 100,000 Project Independence participants were engaged in education, training and employment activities. A total of 34,000 of them secured employment, a 40 percent increase over the 1985-86 period.

### **Goal for Participants**

Project Independence is a commitment to move welfare recipients from dependence to independence. The program design emphasizes development of individual employability plans which include the necessary training, education, support services and motivational support to enable even the least job-ready participants to become permanently self-sufficient through employment. Case management is provided to ensure that each participant completes appropriate activities and receives services necessary to obtain and keep a job.

### **Goal for Local Communities and Employers**

Project Independence is a commitment to the public and private sector to contain the growth of welfare expenditures and to provide a previously untapped source of manpower for the labor market. It is a commitment to the private sector to divert welfare checks and provide Federal and State tax credits to employers that provide training and work experience needed by welfare recipients. It is a partnership with private industries to identify labor and manpower needs and to train welfare recipients for those jobs.

## **APPROACH AND ATTITUDE**

The on-going goal of Project Independence is to better manage existing programs through assessment, coordination, and targeting of resources already available from Federal, State and local sources. As a result, more welfare recipients can receive the basic services they require to move quickly toward self-support

To accomplish this goal, Project Independence draws upon the available resources from the Job Training Partnership Act (JTPA), the Department of Education

To accomplish this goal, Project Independence draws upon the available resources from the Job Training Partnership Act (JTPA), the Department of Education (DOE), local education agencies, the Department of Health and Rehabilitative Services (HRS), and the Department of Labor and Employment Security (DLES). By coordinating efforts and combining resources, program participants are assisted in overcoming barriers of poor education, lack of job seeking and retention skills, and the absence of marketable job skills. They are provided with support services such as assistance with transportation, child care and medical care, in order to allow their participation in employment and training activities.

Project Independence calls on our public service agencies, educators, providers of employment and training services, and the private business sector to work in full partnership to provide opportunities for Project Independence participants. It challenges us to provide education and job skills training, combined with support services, in a manner designed to assist families living in poverty to make the transition from welfare dependence to economic independence.

#### **WHAT WE HAVE LEARNED THAT OTHER STATES NEED TO KNOW**

1. Target existing resources to keep costs down.
2. Collocate staff from participating agencies.
3. Set specific placement goals.
4. Require State agencies to emphasize the employment of welfare recipients into entry level job openings.
5. Use the private sector as a screening mechanism to sort the job-ready from the not job-ready, thus focusing limited resources on the least employable.
6. Recognize that there are no promotions in welfare.
7. Market your program to the client, public and employer community based upon their individual needs and perceptions.
8. Use sanctioning not as a punishment but as a recognition of the need for individual responsibility.

**SAMPLE DOCUMENTS**



**PROJECT INDEPENDENCE  
SCREENING AND ASSESSMENT FORM**

**Section A: Identification and Participation Status**

Name \_\_\_\_\_  
 Family # \_\_\_\_\_ Member # \_\_\_\_\_  
 Address \_\_\_\_\_  
 \_\_\_\_\_  
 Phone # \_\_\_\_\_

Social Security # \_\_\_\_\_  
 Date of Birth? \_\_\_\_\_  
 Do you receive food stamps?  Yes  No  
 If yes: Case # \_\_\_\_\_ How long? \_\_\_\_\_  
 How long have been on AFDC? \_\_\_\_\_

Yes No Are You?

\_\_\_\_\_ \_\_\_\_\_ ill or incapacitated/under a doctors care?  
 \_\_\_\_\_ \_\_\_\_\_ caring for sick/incapacitated person at home?  
 \_\_\_\_\_ \_\_\_\_\_ traveling more than 2 hours to get here?  
 \_\_\_\_\_ \_\_\_\_\_ living where there is no Project Independence?  
 \_\_\_\_\_ \_\_\_\_\_ working more than 30 hours per week?  
 \_\_\_\_\_ \_\_\_\_\_ having trouble with alcohol/drugs?

Yes No Are You?

\_\_\_\_\_ \_\_\_\_\_ under great emotional stress?  
 \_\_\_\_\_ \_\_\_\_\_ having severe family problems/crises?  
 \_\_\_\_\_ \_\_\_\_\_ laid off from job 6 months or less?  
 \_\_\_\_\_ \_\_\_\_\_ withdrawing from/refusing to participate in  
 Project Independence?

**COMMENTS ON ALL "Yes" ANSWERS:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Section B: Education, Training, Work**

Yes No Have you done any of the following?

When? Where?

\_\_\_\_\_ \_\_\_\_\_ participated in Project Independence?  
 \_\_\_\_\_ \_\_\_\_\_ participated in WIN?  
 \_\_\_\_\_ \_\_\_\_\_ participated in JTPA?  
 \_\_\_\_\_ \_\_\_\_\_ participated in CETA?  
 \_\_\_\_\_ \_\_\_\_\_ gone to a Job Club?  
 \_\_\_\_\_ \_\_\_\_\_ had vocational training?  
 \_\_\_\_\_ \_\_\_\_\_ asked for work through Job Service?  
 \_\_\_\_\_ \_\_\_\_\_ applied for a State of Florida job?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Are you employed now?  Yes  No. If yes, who is your employer?  
 What are the last three jobs you have held? List the last one first.

Job Title? \_\_\_\_\_ Employer \_\_\_\_\_ Reason you left? \_\_\_\_\_  
 Month/year began? \_\_\_\_\_ Month/year you left? \_\_\_\_\_ Hours a week? \_\_\_\_\_ Hourly wage/salary? \_\_\_\_\_

Job Title? \_\_\_\_\_ Employer \_\_\_\_\_ Reason you left? \_\_\_\_\_  
 Month/year began? \_\_\_\_\_ Month/year you left? \_\_\_\_\_ Hours a week? \_\_\_\_\_ Hourly wage/salary? \_\_\_\_\_

Job Title? \_\_\_\_\_ Employer \_\_\_\_\_ Reason you left? \_\_\_\_\_  
 Month/year began? \_\_\_\_\_ Month/year you left? \_\_\_\_\_ Hours a week? \_\_\_\_\_ Hourly wage/salary? \_\_\_\_\_



Are you working now? \_\_\_\_\_ yes \_\_\_\_\_ no

If yes, where? \_\_\_\_\_

How many hours per week? \_\_\_\_\_ Wage per hour? \_\_\_\_\_

What skills do you have (typing, waitress, cooking, child care, bookkeeping, beautician, operate cash register, use hand tools, sales, mechanic, other)?  
\_\_\_\_\_  
\_\_\_\_\_

How did you learn your skills (job, work at home, hobbies, studied)?  
\_\_\_\_\_  
\_\_\_\_\_

How many months have you worked in the last 3 months? \_\_\_\_\_

What kind of job do you want? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you go to school now? \_\_\_\_\_ yes \_\_\_\_\_ no

If yes, where? \_\_\_\_\_

What are you studying? \_\_\_\_\_

Date began? \_\_\_\_\_ Completion date? \_\_\_\_\_

Do you have: high school diploma? \_\_\_\_\_ yes \_\_\_\_\_ no  
GED \_\_\_\_\_ yes \_\_\_\_\_ no

What occupational licenses do you have (such as nursing assistant certificate or beauty license or other)?  
\_\_\_\_\_  
\_\_\_\_\_

What is highest grade you have completed? (CIRCLE ONE)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Do you want more education? \_\_\_\_\_ yes \_\_\_\_\_ no

If yes, what would you like to study? \_\_\_\_\_  
\_\_\_\_\_

**Status C: Family and Child Care**

Marital status: \_\_\_\_\_ Single \_\_\_\_\_ Married \_\_\_\_\_ Separated \_\_\_\_\_ Divorced \_\_\_\_\_ Widowed How many children? \_\_\_\_\_

Names of children who live with you: Birthdates: Ages: Where are they during the day (home, school, day care, other)?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What type of child care will make it possible for you to do your assigned activities in Project Independence?

Where?

What days? Hours?

\_\_\_\_\_ relative \_\_\_\_\_  
\_\_\_\_\_ neighbor \_\_\_\_\_  
\_\_\_\_\_ friend \_\_\_\_\_  
\_\_\_\_\_ day care center \_\_\_\_\_  
\_\_\_\_\_ after school program \_\_\_\_\_  
\_\_\_\_\_ other \_\_\_\_\_

Do you have family problems that keep you from working? \_\_\_\_\_ yes \_\_\_\_\_ no. If yes, what are they?  
\_\_\_\_\_  
\_\_\_\_\_

What are your special needs, health, medical problems?  
\_\_\_\_\_  
\_\_\_\_\_

Name of your doctor? \_\_\_\_\_

Do you have any legal problem that may keep you from working? \_\_\_\_\_ yes \_\_\_\_\_ no. If yes, what are they?  
\_\_\_\_\_  
\_\_\_\_\_

What are your children's special needs, health medical problems?  
\_\_\_\_\_  
\_\_\_\_\_

Name of your children's doctor? \_\_\_\_\_



## EXEMPTIONS AND DEFERRALS FROM PARTICIPATION IN PROJECT INDEPENDENCE

You do not have to participate in Project Independence if you are:

1. Under age 16.
2. Age 16 to 18 and in school full time.
3. Age 65 or older.
4. A parent or caretaker relative who personally takes care of a child under age three.
5. A pregnant woman in your third trimester of pregnancy (6 months or more).
6. Ill or incapacitated.
7. Needed in the home to take care of a sick or incapacitated person in your household.
8. Having to travel more than two hours round trip to and from the Project Independence activities.
9. Living in an area not served by Project Independence.
10. Working 30 or more hours per week.

You may be deferred from participation in Project Independence activities if the following circumstances and conditions are expected to last more than one month. Your reasons for deferral must be verified.

1. Serious dependence upon alcohol or drugs that prevents work or training.
2. Emotional or mental distress or illness that prevents participation.
3. Severe family crises.
4. Temporary layoff from a job with a definite call back date of no more than six months.
5. Any other reason determined to be good cause by the employment counselor from Project Independence.

## YOUR RIGHTS AND RESPONSIBILITIES AS A PROJECT INDEPENDENCE PARTICIPANT

If you are either a mandatory or voluntary participant in the Project Independence program, you have the following rights and responsibilities.

1. To do each activity assigned to you in the Project Independence program. To be on time.
2. To ask for help when you need it from the Project Independence office.
3. To call on the Project Independence office AS SOON AS YOU CAN to report any changes or problems about your appointment dates, your job, your health (including hospitalization), your address or phone number, and your child care or transportation needs.
4. To respond to all letters, postcards and phone messages from the Project Independence office AS SOON AS YOU CAN.
5. To be excused from any Project Independence activity if you have GOOD CAUSE. It is important for you to call on the Project Independence office AS SOON AS YOU CAN, to tell them about the reason. (GOOD CAUSE means that you have a good reason for not going to your appointment or doing other Project Independence requirements. EXAMPLES OF GOOD CAUSE include you have an illness, or there was a death in your immediate family, or you must make a court appearance, or you can't get needed support services.)  
**MANDATORY PARTICIPANT:** You must have GOOD CAUSE in order to be excused from an activity assigned to you in Project Independence. If you miss a scheduled meeting or activity without GOOD CAUSE, or if you don't take part in an activity without GOOD CAUSE, then you have "failed to participate". When you "fail to participate", your AFDC, Medicaid and food stamp benefits may be reduced or ended and someone else (protective payee) may be appointed to receive the rest of your benefits. You also cannot take part in Project Independence again for at least another three months.  
**VOLUNTARY PARTICIPANT:** Once you begin your program of activities, you are expected to do each activity assigned to you. If you withdraw with GOOD CAUSE, you can participate in Project Independence again any time you wish. If you miss a scheduled meeting or activity without GOOD CAUSE, or if you don't take part in an activity without GOOD CAUSE, then you have "failed to participate". When you "fail to participate", you cannot take part in Project Independence again for at least three months. Your AFDC, Medicaid, and Food Stamp benefits would not change because of a "failure to participate".
6. To receive help in finding and paying for support services (such as child care, transportation, and medical care) if you need them in order to look for or accept a job or education or training, as long as funds are available to pay for these support services.
7. To receive help in finding a job. To plan with your Project Independence counselor to get a job. You have several opportunities to plan different ways to get a job. You can do a job search right after orientation. You can do a job search in job club. You can do a job search after job club. You may be required to do an Employment Plan Contract with the help of a counselor from Project Independence. During any of the activities assigned to you, you must do your part in working with your counselor and the Project Independence office to complete your activities.
8. To make job applications when you are assigned to do a job search, and to return job search forms by the date requested by the Project Independence office.
9. To accept any reasonable offer of a suitable job, and let the Project Independence office know when you are hired, even if you get the job on your own and even if the job is temporary. (Let Project Independence and the AFDC office know when you get a job. If you already have a job, but you don't report it, you could be committing fraud. If an investigation found you guilty of fraud, you could lose your benefits and you could be required to pay back money. You also could face other penalties.)
10. To keep your job when you get it. Do NOT quit your job or voluntarily reduce your hours of work without GOOD CAUSE. Let the Project Independence office know when and why you intend to quit a job or reduce your hours.
11. To ask the Project Independence office for a hearing if you disagree with any part of the Project Independence program that affects you, such as, refusal of services to you, making you do something you can't do, or cutting your benefits. You can bring someone such as a relative, friend, lawyer, or other representatives, with you to the hearing if you wish.
12. After you begin a training, education, or employment activity, you will have thirty days in which to request a change or reassignment to another component. A request will be granted if it is consistent with the results of assessment.



# PROJECT INDEPENDENCE JOB SEARCH REPORT

AFDC Employment and Training

Food Stamp Job Search (Case No. \_\_\_\_\_ )

Date \_\_\_\_\_

Name \_\_\_\_\_ Family No. \_\_\_\_\_ Member No. \_\_\_\_\_ Soc. Sec. No. \_\_\_\_\_

## INSTRUCTIONS TO PARTICIPANT

1. Apply for \_\_\_\_\_ jobs during the next \_\_\_\_\_ weeks.
2. Apply for all jobs your counselor tells you about.
3. Fill out this form for every job application you make.
4. Accept a suitable job when it is offered to you. Tell us about the job.
5. If you do NOT get a job, come to your next scheduled appointment. Bring this form with you or bring it in before then.

Date	Time	Activity

6. Call to discuss any problem that may keep you from finishing your job search.

7. If you are going to make more than six job applications, please use the additional space on the back of this form.
8. "Failure to participate" includes:

- making less than the required number of applications
- giving false information about job applications
- refusing a suitable job
- not completing this report form
- not returning this form on time

If you fail to participate without good cause, action may be taken to reduce your household's AFDC grant or food stamps. So make sure you follow the instructions for completing this job search report.

## JOB SEARCH

Company Name		Company Name	
Company's Address		Company's Address	
Date You Visited Company	Type of Job	Date You Visited Company	Type of Job
Name of Person You Contacted	Company's Phone No.	Name of Person You Contacted	Company's Phone No.
Result of Visit: <input type="checkbox"/> Application Filed <input type="checkbox"/> Hired for Job <input type="checkbox"/> Employer Not Hiring <input type="checkbox"/> Other: _____		Result of Visit: <input type="checkbox"/> Application Filed <input type="checkbox"/> Hired for Job <input type="checkbox"/> Employer Not Hiring <input type="checkbox"/> Other: _____	
Company Name		Company Name	
Company's Address		Company's Address	
Date You Visited Company	Type of Job	Date You Visited Company	Type of Job
Name of Person You Contacted	Company's Phone No.	Name of Person You Contacted	Company's Phone No.
Result of Visit: <input type="checkbox"/> Application Filed <input type="checkbox"/> Hired for Job <input type="checkbox"/> Employer Not Hiring <input type="checkbox"/> Other: _____		Result of Visit: <input type="checkbox"/> Application Filed <input type="checkbox"/> Hired for Job <input type="checkbox"/> Employer Not Hiring <input type="checkbox"/> Other: _____	
Company Name		Company Name	
Company's Address		Company's Address	
Date You Visited Company	Type of Job	Date You Visited Company	Type of Job
Name of Person You Contacted	Company's Phone No.	Name of Person You Contacted	Company's Phone No.
Result of Visit: <input type="checkbox"/> Application Filed <input type="checkbox"/> Hired for Job <input type="checkbox"/> Employer Not Hiring <input type="checkbox"/> Other: _____		Result of Visit: <input type="checkbox"/> Application Filed <input type="checkbox"/> Hired for Job <input type="checkbox"/> Employer Not Hiring <input type="checkbox"/> Other: _____	





# PROJECT INDEPENDENCE EMPLOYMENT PLAN CONTRACT

**INSTRUCTIONS TO PARTICIPANT:** This employment plan contract is your agreement to move toward independence through gainful employment. You and your counselor complete this agreement together. You will develop a definite plan of action and definite dates to do each action. Call on your counselor to talk about your successes and problems in each step.

## Section A – IDENTIFICATION

Name: \_\_\_\_\_  
Mailing \_\_\_\_\_  
Address: \_\_\_\_\_

Soc. Sec. No. \_\_\_\_\_  
Date of Birth \_\_\_\_\_  
Phone Number \_\_\_\_\_  
 MANDATORY  VOLUNTARY

**Section B – BACKGROUND:** Review the "Screening and Assessment Form (HRS-ES 4139)", and summarize the following information. Use key words and short phrases.  
Past training, education, licenses: \_\_\_\_\_

Past job experience, skills, interests: \_\_\_\_\_

**Section C – EMPLOYMENT GOAL:** Write an employment goal which matches background in training and education, past job experience and skills, job interests, and job market.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Section D – PLAN OF ACTION:

**Step 1: Check the barriers to employment/training/self-sufficiency:**

- low job skills
  - job attached (laid off)
  - migrant (seasonal)
  - education
  - life skills
  - housing
  - child care
  - clothing
  - other: \_\_\_\_\_
- low/no job experience
  - training
  - health/physical
  - emotional
  - tools
  - legal
  - transportation

**Step 2: Check the type of activity that will remove the barrier(s):**

- job club
  - legal
  - child care
  - transportation
  - clothes/tools
  - medical
  - dental
  - housing
  - counseling
  - job search
  - referral to VR, JTPA, CYF, \_\_\_\_\_
  - other: \_\_\_\_\_
- educational assessment
  - vocational assessment
  - remedial education
  - GED/high school
  - vocational training
  - customized training
  - on-the-job training
  - work experience
  - employment preparation

**Step 3: In the space below, describe each barrier in detail, how each barrier will be removed, beginning and ending dates, how the case manager will follow-up to make sure the barrier is removed and how often and when the follow-up will occur.**

Barrier	How will the barrier be removed	Begin Date	End Date	Follow-up/how often/when
(If needed, attach a second page in this same format.)				

Participant's Signature	Date Signed	Counselor's Signature	Date Signed
-------------------------	-------------	-----------------------	-------------

# Employment Interview

Name of Applicant \_\_\_\_\_ Date \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_

General Interview  Position Interview Job Title \_\_\_\_\_

This is:  1st Interview  2nd Interview  3rd Interview

Interviewer \_\_\_\_\_ Title \_\_\_\_\_

Department Director/Supervisor signature \_\_\_\_\_ Title \_\_\_\_\_

As a result of your interview, check the most appropriate box in each category. Additional comments section on back if needed

1. EXPERIENCE	SCORE	COMMENTS
<input type="checkbox"/> Applicant's background not relevant to job requirement.		_____
<input type="checkbox"/> Applicant's background somewhat relevant to job requirements.		_____
<input type="checkbox"/> Acceptable background and experience.		_____
<input type="checkbox"/> Strong background and experience.		_____
<input type="checkbox"/> Excellent experience and background.		_____

2. JOB KNOWLEDGE	SCORE	COMMENTS
<input type="checkbox"/> None pertaining to this position.		_____
<input type="checkbox"/> Considerable training required.		_____
<input type="checkbox"/> Basic, but capable of learning on the job.		_____
<input type="checkbox"/> Very capable; little training needed.		_____
<input type="checkbox"/> Extremely well versed; able to handle position without training.		_____

3. INFORMATION ABOUT GENERAL WORK FIELD	SCORE	COMMENTS
<input type="checkbox"/> Poor familiarity of field		_____
<input type="checkbox"/> Fair familiarity of field.		_____
<input type="checkbox"/> Knows field at level of average applicant.		_____
<input type="checkbox"/> Knowledgeable; knows more than average applicant.		_____
<input type="checkbox"/> Has excellent understanding of the field.		_____

4. COMMUNICATION SKILLS	SCORE	COMMENTS
<input type="checkbox"/> Talks very little; communication poor.		_____
<input type="checkbox"/> Attempts communication but does fair job at best.		_____
<input type="checkbox"/> Acceptable fluency and communication.		_____
<input type="checkbox"/> Speaks well and to the point.		_____
<input type="checkbox"/> Excellent communication; extremely fluent.		_____

5. INITIATIVE	SCORE	COMMENTS
<input type="checkbox"/> Appears to depend on others too much; has poorly defined goals.		_____
<input type="checkbox"/> Sets goals too low and seeks little responsibility.		_____
<input type="checkbox"/> Appears to have average goals; sometimes makes suggestions.		_____
<input type="checkbox"/> Appears to strive to succeed; self starter.		_____
<input type="checkbox"/> Appears to set high standards and displays excellent degree of initiative.		_____

6. CREATIVITY	SCORE	COMMENTS
<input type="checkbox"/> Shows little ability to think creatively.		_____
<input type="checkbox"/> Appears to have few new ideas/concepts.		_____
<input type="checkbox"/> Appears to have acceptable creative talents.		_____
<input type="checkbox"/> Looks for alternatives; likes developing new methods/systems.		_____
<input type="checkbox"/> High creative thought process; constantly suggesting new ideas.		_____

**7. MOTIVATION**

SCORE

COMMENTS

- No interest, apathetic, indifferent.
- Questionable interest in position.
- True desire to work.
- Solid interest in position and ask questions.
- Excellent motivation, desire to work; asks many questions.

**8. PERSONALITY TRAITS (an individual's personal suitability to the job)**

SCORE

COMMENTS

- Unsatisfactory for this job/position.
- Doubtful for this job/position.
- Satisfactory for this job/organization.
- Very good for this job/organization.
- Excellent for this job/organization.

**9. COMPOSURE**

SCORE

COMMENTS

- Nervous, "fidgety" and ill at ease.
- Strained; is easily irritated.
- Average composure.
- Positive; appears to handle crises better than the average.
- Exceptionally well composed; appears to thrive under pressure.

**10. APPEARANCE (if relevant)**

SCORE

COMMENTS

- Very untidy.
- Careless about personal appearance.
- Acceptable personal appearance.
- Better than average appearance.
- Very well groomed; very neat.

**11. OVERALL**

TOTAL SCORE

COMMENTS

- Unsatisfactory. - 1.4
- Below standard.- 1.5 - 2-4
- Acceptable. - 2.5 - 3-4
- Above average.- 3.5 - 4.4
- Outstanding. - 4.5 - 5

TOTAL SCORE
DIVIDED BY 10
_____

PERSONNEL OFFICE USE ONLY
VA
DAV
GRAND TOTAL

STRONGEST POINTS \_\_\_\_\_

WEAKEST POINTS \_\_\_\_\_

RECOMMENDED FOR HIRING? YES \_\_\_\_\_ NO \_\_\_\_\_

ADDITIONAL COMMENTS \_\_\_\_\_



# PROJECT INDEPENDENCE IS FOR YOU AND YOUR FAMILY

# PROJECT INDEPENDENCE - AN INNOVATIVE PUBLIC/ PRIVATE PARTNERSHIP

Finding and keeping the kind of job you want to have for a long time can be hard. Project Independence has help for you, and that help won't stop until you're comfortable with your new job.

Project Independence is for real. It has already helped thousands of Floridians just like you to find and keep good jobs... the kinds of jobs that help make a better life for them and for their families.

Project Independence can do the same thing for you and your family. Talk to the people at Project Independence today. Tell them about your concerns and worries. Let them show how Project Independence can help you find a better way... a better life for you and your family.

Governor Bob Martinez

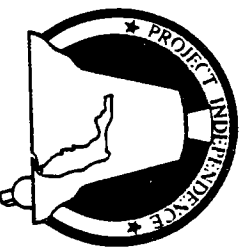
Department of Health and  
Rehabilitative Services  
Secretary Gregory L. Coler

Department of Labor and  
Employment Security  
Secretary Hugo Menendez

Department of Education  
Commissioner Betty Gastor

State Job Training Coordinating  
Council  
Chairman William de la Sierra

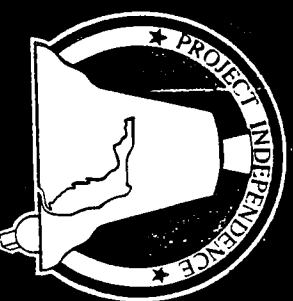
Local Contact:



TRADING WELFARE CHECKS  
FOR PAYCHECKS

This publication was produced at a cost of \$10,745.00 or \$0.09 per copy, under contract MF814 with Public Communications Inc. to market Project Independence to Florida public aid recipients. HRS complies with the state and federal nondiscrimination policies relating to race, sex, age and handicapping condition.

# A Better Life For You And Your Family



# PROJECT INDEPENDENCE

# PROJECT INDEPENDENCE IS FOR REAL

Project Independence can help you find a good job. You have the desire to work, but there may be things getting in the way. Proper care for your children while you're at work... a way to get to work on time every day... health care for you and your family... a high school diploma... or the skills you need for the kind of job you want.

It's hard to even think about finding a job when you're worrying about some of those things.

**Project Independence can help you with all of these. If you need help, Project Independence can help you with:**

- \* Child Care
- \* Uniforms and tools
- \* A ride to and from work or training
- \* Medical care
- \* High school diploma or G.E.D.
- \* Job skills training

Project Independence can help you find a job that you'll be proud to have today and tomorrow. The help you need to find and keep that job is available through Project Independence. You want a better life for yourself and your family. Project Independence can help.

Project Independence has already helped thousands in Florida find good jobs. These people have worked hard to make a better life for themselves and their families. Here's what a few of them have to say about Project Independence and the way their lives are today:



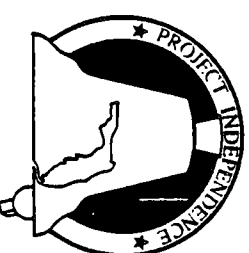
"I found a good job. You can too!"  
-Kathy Anderson, Certified Nursing Assistant



"It feels so good to be working!"  
-Maria Jones, Cashier



"Project Independence gave me a new life."  
-Bill Richardson, Office Worker



# PROJECT INDEPENDENCE

## PROJECT INDEPENDENCE - AN INNOVATIVE PUBLIC/PRIVATE PARTNERSHIP

Project Independence is a state-wide job placement program that emphasizes training and other support services to help public assistance recipients secure jobs and become self-sufficient. It is an innovative program created by Governor Bob Martinez that blends the resources of the Department of Health and Rehabilitative Services, Department of Labor and Employment Security and Department of Education as well as Florida's business community and the state's Private Industry Councils (PIC). By 1991 Project Independence will help more than 100,000 people declare their individual independence through full time employment, saving taxpayers many millions of dollars in future welfare costs.

Governor Bob Martinez

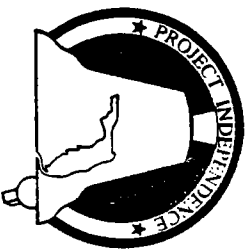
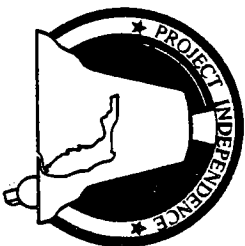
Department of Health and Rehabilitative Services  
Secretary Gregory L. Coler

Department of Labor and Employment Security  
Secretary Hugo Menendez

Department of Education  
Commissioner Betty Castor

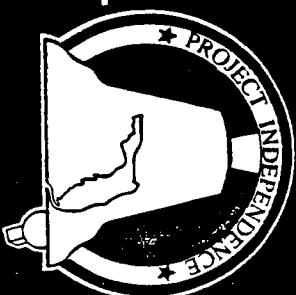
State Job Training Coordinating Council  
Chairman William de la Sierra

Local Contact:



This publication was produced at a cost of \$3,275 or \$0.33 per copy, under contract MFR814 with Public Communications Inc. to market Project Independence to the Florida business community. HRS complies with the state and federal nondiscrimination policies relating to race, sex, age and handicapping condition.

**Project  
Independence  
Partnership  
Opportunities  
For Florida  
Businesses**



# BOTTOM LINE BENEFITS FOR FLORIDA BUSINESSES

Florida businesses that become partners of Project Independence can benefit in a variety of ways:

## CUSTOMIZED TRAINING

Project Independence staff will work closely with you as the employer to develop short-term training programs tailor made for your specific jobs.

## ON-THE-JOB-TRAINING

On-The-Job-Training gives Project Independence participants the opportunity to learn skills they need for your jobs while earning wages to support their families. As the employer, you provide training and pay wages. In return, Project Independence can reimburse you for a portion of the wages you have paid. Project Independence participants are expected to work full-time and be provided the same terms of employment, insurance coverage, working conditions, fringe benefits, etc., that your business offers other employees.

## TRADE WELFARE FOR WORK (TRADE)

Many Project Independence participants volunteer to participate in TRADE, a reimbursement process that converts welfare checks into paychecks. The AFDC check, which normally goes directly to the Project Independence participants, is offered to you as the employer to offset the cost of labor incurred while the participant learns the job. The reimbursement amount is \$1.10 per hour.



## TAX CREDITS

Florida business partners of Project Independence can benefit from federal and state tax credits:

## FEDERAL TAX CREDITS

The Targeted Jobs Tax Credit (TJTC) program provides your business with federal income tax credits for wages you have paid to eligible Project Independence participants. This credit applies to wages paid for up to one year from the date of hire.



## STATE TAX CREDITS

The Enterprise Zone (EZ) Tax Credit program allows businesses to receive credits on either their Florida corporate income taxes or their Florida State sales taxes when they hire eligible Project Independence participants.

## BECOME A PROJECT INDEPENDENCE PARTNER TODAY

Businesses large and small throughout Florida have already become partners of Project Independence. They recognize how this program meets their needs, appreciate its ease and simplicity of operation, and enjoy its many benefits.

Project Independence . . . it's good for Florida.

**FOR MORE INFORMATION,  
CONTACT YOUR LOCAL PROJECT INDEPENDENCE REPRESENTATIVE,  
OR CALL THE TOLL FREE BUSINESS HOTLINE: 800-446-8400**